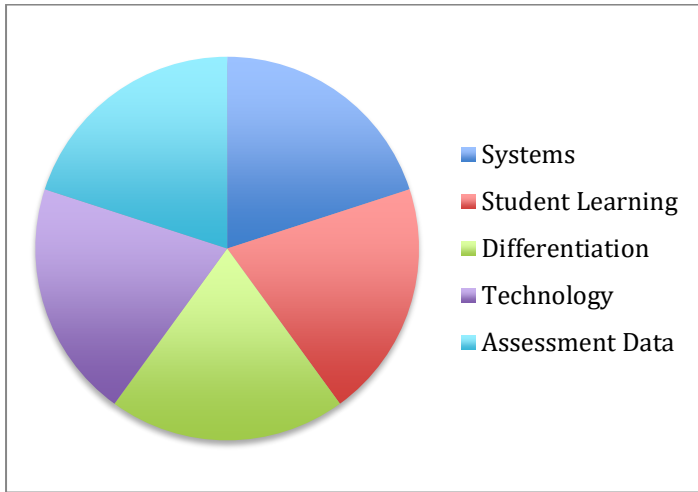


# Learning Plan



1. Implement coherent systems of curriculum, instruction, and assessment
2. Promote student success & love of learning
3. Ensure differentiated and individualized instruction
4. Promote effective use of technology
5. Use assessment data to monitor student progress and inform instruction

## Strengths

- A. Arranger
- B. Restorative
- C. Relator
- D. Analytical Learner

## Top Values

- A. Teamwork
- B. Support
- C. Cooperation/Approachability
- D. Confidence
- E. Excellence

What would your Math, Social Studies, and Technology Integration Leadership Practice look like if values are used to ...

### ***PSEL Standard 4--Curriculum, Instruction, and Assessment***

**Domain A:** Effective leaders implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards are culturally responsive.

1. Create a model of effective instruction in the hybrid environment using the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate.)
2. Facilitate Implicit Bias training for teachers along with professional development focused on the social justice standards and looking closely at current curriculum using a culturally responsive curriculum scorecard.

**Evidence:**

- Provided leadership to implement Zoom software for instructional use to address issues with Microsoft Teams. (Teachers had licenses by the end of October.)
- Secured Ed Law 2D approval for Math Accelerator and Kahn Academy to be used as instructional technology tools by teachers. (Approval secured by January 2021.)
- Coordinated planning for February Professional Development Day. Secured speakers to address a plethora of issues including Implicit Bias. (February 2021 Conference).

**Domain B:** Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

1. Work with department instructional leads to align curriculum, instruction, and common assessments across grade levels.

**Evidence:**

- Meet bi-weekly with department instructional leads to discuss curriculum, instruction, and the development of common assessments. (Ongoing)
- Meet regularly with math instructional coaches to discuss curriculum, instruction, and the development of common assessments. (Ongoing)
- Utilize grade-level and department meetings to include professional development on priority standards and NYSED bridging documents.
- Scheduled bi-weekly curriculum meetings with high school administrative team to guide social studies and math curriculum development. Led to regularly scheduled meetings (every 3 weeks) to focus on curriculum, pacing guides, common assessments, and a data action model. This has become a building focus for all departments. (Ongoing)
- Supervised pilot of *Big Ideas* for K-5 pilot program. Introduced *Big Ideas* to middle school math teachers to pilot.
- After adoption of *Big Ideas* planned and scheduled professional development for non-pilot teachers prior to the start of the 2021-2022 school year. (May)
- Discuss math running records with elementary math instructional leads. (April)
- Common assessments in math grades 6-12 are developed and will be reviewed and evaluated prior to start of 2021-2022 school year.

- Met regularly with secondary social studies instructional lead to explore unified way to discuss current events comfortably. (January – March)
- Coordinated professional development for secondary social studies teachers with PNW BOCES social studies leader for end of June and end of summer. (March – June)

**Domain D:** Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

1. Work with teachers to create more inquiry-based lessons and tasks along with giving students choice in their learning experience.

***Evidence:***

- Incorporated training sessions for teachers during February Professional Development Day addressing inquiry-based learning.
- Updated acceleration process to include the opportunity for students to self-select acceleration. Safety net created so students not successful after first ten weeks of 21-22 school year are able to transfer to non-accelerated section.

**Domain E:** Promote the effective use of technology in the service of teaching and learning

1. Work with staff developers to create effective professional development to continue to build the capacity in teachers' effective use of technology.

***Evidence:***

- Collaborate with tech integrators to develop professional development activities to build capacity in teachers' effective use of technology. (Ongoing)
- Provide professional development on Teams to small groups of teachers at start of school year to assist teachers in delivering quality instruction remotely. (September – October)
- Meet with Tech Director, tech department, district office personnel, and technology vendor (Microsoft) to ensure remote learning platform (Teams) is functioning effectively. Assist in acquiring Zoom licenses and Schoology tools for teachers. (October –
- Created an “interactive playground” for SeeSaw and Teams during February professional development day.
- Assumed Interim Tech Director position and prioritized tasks needing immediate attention including district firewall; e-rate projects; district hardware inventory; device collection; database upgrades; budget allocations; technology needs for multiple district renovation projects; and rostering. Collaborate with tech department staff and district office staff on a regular basis.
- Initiated cyber security scan with Homeland Security.

**Domain G:** Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

1. To more effectively use assessment data to assist in driving instruction while aligning curriculum.

***Evidence:***

- Conduct a thorough review of middle school math assessment data to determine root causes of items cited in the NYS Target School Improvement report.

**Other Areas of Demonstrated Leadership**

- Assisted in coordination of Bank Street audit (March - April)
- Created document for secondary math teachers prior to students' return to in-person learning in April. Document included resources for teachers to use to assist with transition and determining student's instructional gaps.
- Supported district administrative needs by filling in for building administrative vacancies throughout the year. Added responsibilities of Technology Director to position in May.